

How Much Does the English Textbooks of Iran Conform to Universal Characteristics of English Textbooks? a Case Study on English Textbooks of Junior High Schools in Iran

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ABSTRACT

Any educational system is composed of five important components (students, a teacher, materials, teaching methods, and evaluation) which are closely interrelated. Even in the context of communicative language teaching (CLT), teachers and learners tend to rely heavily on prescribed textbooks which are still a staple in most of EFL classes. Sheldon (1988) has offered several reasons for textbook evaluation. He suggests that the selection of an ELT textbook often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment. A thorough evaluation, therefore, would enable the managerial and teaching staff of a specific institution or organization to discriminate between all of the available textbooks on the market. In this study, the English textbook of third grade of Iran's junior high schools will be evaluated based on the current research findings in syllabus design, English language teaching, and the specific language teaching situation and curriculum in Iran. Moreover, this study will be an attempt to determine the extent to which the EFL textbook (English 3) conformed to the common universal characteristics of EFL/ESL textbooks.